On behalf of Splash! Publications, we would like to welcome you to *The Louisiana Purchase*, one of 10 lessons in our *Westward Expansion Unit*. This lesson was designed by teachers with you and your students in mind.

**The Format**

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

**The Vocabulary**

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we’re teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don’t have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

**The Lesson Plan**

Before reading *The Louisiana Purchase*, students will:

- complete Vocabulary Cards for Advised, boundaries, capital, Caribbean, citizens, colonies, Congress, Constitution, contributions, elected, empire, expedition, exported, federal, independence, mansion, military, navigate, negotiate, plantations, port, possession, profitable, ratify, retreat, rumors, surplus, transport, treaty, variety.

After reading *The Louisiana Purchase*, students will:

- answer *The Louisiana Purchase* Reading Comprehension Questions.
- use a graphic organizer to write a persuasive letter to President Jefferson.
- take a Vocabulary Quiz for *The Louisiana Purchase*.

**Note:** The answers to all activities and quizzes are at the end of the lesson.

**Our Other Westward Expansion Lessons**

In 1801, Thomas Jefferson became the third president of the United States. Our country was still very young. It had only been 25 years since the 13 original colonies signed the Declaration of Independence and formed the United States of America.

During its first 25 years as a nation, the United States worked hard to form a fair system of government and a strong military. Citizens were taxed to pay for everything that a new country with 13 states needed. The United States Constitution was written. The Constitution outlined the way federal and state governments would be run. The Bill of Rights was written, guaranteeing certain rights and freedoms to every citizen of the United States. Two presidents, George Washington and John Adams had already been elected. The nation’s capital had been moved from New York City to Washington, D.C. The White House had been built and President Jefferson was living and working in the mansion.

Our Country’s Neighbors

During our country’s first 25 years, the boundaries of the United States were much different than what is shown on a map today. The Mississippi River formed the western boundary of the United States. To the west of the United States was the Louisiana Territory. Remember, after losing the French and Indian War, France gave its territory in Louisiana to Spain. This included the city of New Orleans, a very important shipping port to the Gulf of Mexico. To the south of the United States was Florida, also controlled by Spain.
THE MISSISSIPPI RIVER

The Mississippi River was a very important waterway for the United States. It was used by farmers to transport crops to cities along the river. The Mississippi River was also an important route to the Gulf of Mexico. The United States sent surplus crops and other American goods down the Mississippi River to the Gulf of Mexico. From the Gulf of Mexico, these items were exported to other countries. New Orleans was the last city on the way to the Gulf of Mexico. This city, like the rest of the Louisiana Territory, was controlled by Spain.

In 1795, the United States and Spain signed a treaty. Spain gave the United States permission to navigate the entire Mississippi River and use the city of New Orleans to store crops and other items until they were ready to be exported.

Without this permission from Spain, the United States would not be able to export a variety of products that included flour, tobacco, pork, butter, cheese, and animal skins.

By 1802, farmers, businessmen, trappers, and lumbermen were exporting more than one million dollars worth of goods from New Orleans to other countries.

FEAR OF FRANCE

Soon after becoming president, Thomas Jefferson learned that Spain had returned the Louisiana Territory to France. There were rumors that Spain also planned to give Florida and its other colonies in America to France. This news worried President Jefferson and the farmers who depended on the Mississippi River. If France took control of the city of New Orleans, the United States would be cut off from the Gulf of Mexico.

On October 18, 1802, the Spanish government closed the city of New Orleans. The United States was no longer permitted to use this city to get to the Gulf of Mexico. President Jefferson had to stop France from gaining control of Spain’s other colonies in America. Thomas Jefferson knew that there were only two ways to take action. The United States could declare war and fight for the land, or it could purchase the land from France.
France’s Grand Plan

Napoleon Bonaparte was a very powerful man in France. He was a military and government leader who wanted to create a French empire in America. Bonaparte planned to operate his empire from the Caribbean island of Santo Domingo where sugar was grown on huge plantations. Exporting sugar to other countries would make France a very rich country.

After taking the Louisiana Territory back from Spain, Napoleon Bonaparte planned to use the land around the Mississippi River to grow crops and raise animals to feed his colony in Santo Domingo. The Mississippi River would be used to transport flour, salt, lumber, and food to France’s sugar islands in Santo Domingo.

In 1801, Napoleon Bonaparte put his plan into action. He sent a large military force to take complete control of Santo Domingo.

During the next 10 months, Bonaparte lost over 40,000 soldiers on Santo Domingo to war and yellow fever. He was forced to retreat from the island and give up his dreams of creating a French empire in America. Without the profitable sugar trade in Santo Domingo, the Louisiana Territory and the Mississippi River were useless to France.

Livingston and Monroe

While Napoleon Bonaparte was waging war on the island of Santo Domingo, President Jefferson made plans to purchase the city of New Orleans and part of the Mississippi River.

President Jefferson sent Robert R. Livingston and James Monroe to France. Congress allowed the pair to spend no more than two million dollars for the purchase. President Jefferson secretly advised Livingston and Monroe to offer France as much as 10 million dollars for Florida and New Orleans. If France wouldn’t sell its land, Livingston and Monroe hoped to negotiate (neh•GOH•she•ate) a treaty allowing the United States to use New Orleans.
THE LOUISIANA PURCHASE

On April 11, 1803, Robert Livingston and James Monroe arrived in France. They were amazed to learn that Napoleon Bonaparte was offering to sell the entire Louisiana Territory to the United States. The 885,000 square miles of land would cost the United States 15 million dollars, or about four cents per acre.

Livingston and Monroe had not gotten permission to spend 15 million dollars. Since there were no phones or private jets, it would take months to sail back to the United States. They feared that if they waited to hear from President Jefferson, Napoleon Bonaparte might change his mind. On April 30, 1803, Livingston and Monroe agreed to purchase the entire Louisiana Territory for 15 million dollars.

When news of the purchase reached the United States, President Jefferson was surprised. He planned to spend 10 million dollars for the port city of New Orleans. Instead, he received a land package that doubled the size of the United States.

President Jefferson asked Congress to approve the sale. Many of the men in Congress were against the purchase. They felt that the Louisiana Territory was a worthless desert. Still, enough men in Congress voted to ratify the Louisiana Purchase. The money to pay for the purchase was borrowed from English and Dutch banks. On December 20, 1803, the United States officially took possession of the Louisiana Territory.

The Louisiana Purchase was one of Thomas Jefferson’s greatest contributions to the United States. Doubling the size of the United States without losing any American lives paved the way for purchasing other territory. As you will soon learn, the Louisiana Purchase also opened the way for Americans to travel West. It wouldn’t take long for the United States to grow and become the most powerful nation in the world.
The Louisiana Purchase

Directions: Read each question carefully. Darken the circle for the correct answer.

1 Who was the third president of the United States?
   A Thomas Jefferson
   B George Washington
   C Abraham Lincoln
   D John Adams

2 What can you learn by studying the map of our country’s neighbors?
   F The Mississippi River was east of the United States.
   G The Gulf of Mexico was north of New Orleans.
   H The Louisiana Territory was west of the Mississippi River.
   J The Spanish Territory was east of the United States.

3 After reading about the Mississippi River, you get the idea that –
   A the United States wasn’t interested in the river
   B Great Britain controlled the Mississippi River
   C the river was important to American farmers and trappers
   D Spain never let the United States use the Mississippi River

4 Why was the city of New Orleans important to the United States?
   F It was the last city on the way to the Gulf of Mexico.
   G It was the best place to grow crops.
   H It was the only city controlled by the United States.
   J It was the location of our nation’s capital and the White House.

5 How did Napoleon Bonaparte plan to use the Mississippi River?
   A He planned to give the river to the United States.
   B He planned to use the river to take important products to France’s colony in Santo Domingo.
   C He planned to build French colonies in the Gulf of Mexico.
   D He planned to use the river to declare war against Spain.

6 President Jefferson planned to take control of New Orleans by –
   F declaring war against France
   G declaring war against Spain
   H purchasing the land from France
   J killing Napoleon Bonaparte

7 After reading about the Louisiana Purchase, you learn that –
   A Livingston and Monroe made the purchase without first getting permission from Congress
   B the United States paid too much for the land
   C everyone in Congress agreed that the Louisiana Territory was a valuable piece of land
   D it will always be remembered as President Jefferson’s biggest mistake

Answers
1 A B C D  5 A B C D
2 F G H J  6 F G H J
3 A B C D  7 A B C D
4 F G H J
On December 20, 1803, the United States officially took possession of the Louisiana Territory. The Louisiana Purchase cost the United States 15 million dollars and nearly doubled the size of our country. Today, almost everyone agrees that the Louisiana Purchase was a good deal for the United States. There were, however, many men in Congress who disagreed with President Jefferson’s desire to purchase the Louisiana Territory.

In this activity, you will write a persuasive letter to President Jefferson. In a persuasive letter, the writer tries to convince another person to do something his or her way. In your persuasive letter, you will try to convince President Jefferson not to buy the Louisiana Territory.

**Directions:** Write a persuasive letter to President Jefferson. Make sure your letter includes:

**Heading:** Write your school name on the first line, your school address on the second line, and today’s date on the third line.

**Greeting:** This is where you write the name of the person to whom you are writing. The Greeting usually starts with Dear _____________ and always ends with a comma.

**Body:** This is where you write your letter. The first sentence of the Body is always indented a few spaces.

**Closing:** This is where you end your letter. The Closing should match the type of letter you are writing. If the letter is to someone you don’t know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.

**Signature:** This is the official end to your letter when you sign your name. The Signature is always in cursive.

- Before beginning your letter, organize your thoughts by answering the six questions on the next page.
- Write your rough draft on separate paper and have it edited.
- Write your final draft on the special paper provided by your teacher.
- When you are finished with your final draft, place it in the envelope that your teacher will give you. Properly address the envelope.
1. Describe who you are and explain why you are writing this letter. ___________________
_____________________________________________________________________________
_____________________________________________________________________________

2. Give one reason why the United States should not buy the Louisiana Territory.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. Explain how the United States would benefit from remaining small instead of doubling in size.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. Describe to President Jefferson another way that the United States could ship products around the world without using the city of New Orleans.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

5. Describe one other way that the United States could use the 15 million dollars instead of spending it to buy the Louisiana Territory.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

6. Describe how you plan to end your letter.
_____________________________________________________________________________
_____________________________________________________________________________
Directions:
- Use your scissors to cut out the envelope along the **bold** black lines.
- Fold the envelope along the dotted black lines.
- Slip your letter inside the envelope, and seal the back of it with a single piece of tape or a sticker.

- Turn the envelope so the stamp is in the upper right-hand corner. Write the address of the person the letter is going to in the center of the envelope. Decorate your stamp.
- Put your return address in the upper left hand corner of the envelope.
**Vocabulary Quiz**

**The Louisiana Purchase**

**Directions:** Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ____ advised</td>
<td>A. a type of business that earns more money than it spends.</td>
</tr>
<tr>
<td>2. ____ variety</td>
<td>B. discuss in order to settle something.</td>
</tr>
<tr>
<td>3. ____ transport</td>
<td>C. people who are part of the armed forces who may be asked to go to war.</td>
</tr>
<tr>
<td>4. ____ surplus</td>
<td>D. a formal agreement.</td>
</tr>
<tr>
<td>5. ____ capital</td>
<td>E. sold goods to other countries.</td>
</tr>
<tr>
<td>6. ____ Caribbean</td>
<td>F. an arm of the Atlantic Ocean surrounded on the north and east by the West Indies, on the south by South America, and on the west by Central America.</td>
</tr>
<tr>
<td>7. ____ citizens</td>
<td>G. a group of territories or peoples under one ruler.</td>
</tr>
<tr>
<td>8. ____ rumors</td>
<td>H. the plan for the United States that outlines the duties of government and guarantees the rights of the people.</td>
</tr>
<tr>
<td>9. ____ Congress</td>
<td>I. not under the control or rule of someone else.</td>
</tr>
<tr>
<td>10. ____ retreat</td>
<td>J. very large farms in the South where crops of cotton and tobacco were grown and slave labor was usually used.</td>
</tr>
<tr>
<td>11. ____ Constitution</td>
<td>K. dividing lines.</td>
</tr>
<tr>
<td>12. ____ ratify</td>
<td></td>
</tr>
<tr>
<td>13. ____ port</td>
<td></td>
</tr>
<tr>
<td>14. ____ contributions</td>
<td></td>
</tr>
</tbody>
</table>

Name ____________________________
15. ______ elected  
16. ______ plantations  
17. ______ empire  
18. ______ negotiate  
19. ______ expedition  
20. ______ navigate  
21. ______ exported  
22. ______ mansion  
23. ______ federal  
24. ______ colonies  
25. ______ independence  
26. ______ military  
27. ______ possession  
28. ______ profitable  
29. ______ treaty  
30. ______ boundaries

L. groups of people who are ruled by another country.
M. people in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.
N. ownership.
O. helped make a decision and gave advice.
P. an amount left over.
Q. acts that involve giving money or time for a special cause.
R. to move products or people from one place to another.
S. control the direction of a ship.
T. government at the national level.
U. many different kinds.
V. things said in secret that may or may not be true.
W. the city that serves as the center of government for the state or nation.
X. to back away.
Y. city or town located on water with an area for loading and unloading ships.
Z. selected by voting.
AA. huge home.
BB. the group of men and women in Washington, D.C. who are elected to make laws for the United States.
CC. to give legal approval by voting.
DD. a journey for the purpose of exploring.
advised helped make a decision and gave advice.

boundaries dividing lines.

capital the city that serves as the center of government for the state or nation.

Caribbean an arm of the Atlantic Ocean surrounded on the north and east by the West Indies, on the south by South America, and on the west by Central America.

citizens people in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.

colonies groups of people who are ruled by another country.

Congress the group of men and women in Washington, D. C. who are elected to make laws for the United States.

Constitution the plan for the United States that outlines the duties of government and guarantees the rights of the people.

contributions acts that involve giving money or time for a special cause.

elected selected by voting.

empire a group of territories or peoples under one ruler.

expedition a journey for the purpose of exploring.

exported sold goods to other countries.

federal government at the national level.

independence not under the control or rule of someone else.

mansion huge home.

military people who are part of the armed forces who may be asked to go to war.

navigate control the direction of a ship.

negotiate discuss in order to settle something.

plantations very large farms in the South where crops of cotton and tobacco were grown and slave labor was usually used.

port city or town located on water with an area for loading and unloading ships.

possession ownership.

profitable a type of business that earns more money than it spends.
rat•i•fy  to give legal approval by voting.

re•treat  to back away.

ru•mors  things said in secret that may or may not be true.

sur•plus  an amount left over.

trans•port  to move products or people from one place to another.

trea•ty  a formal agreement.

va•ri•e•ty  many different kinds.
ANSWERS TO COMPREHENSION QUESTIONS

1. A
2. H
3. C
4. F
5. B
6. H
7. A

ANSWERS TO VOCABULARY QUIZ

2. U 17. G
3. R 18. B
4. P 19. DD
5. W 20. S
7. M 22. AA
8. V 23. T
9. BB 24. L
10. X 25. I
12. CC 27. N
13. Y 28. A
14. Q 29. D
## Persuasive Letter Grading Chart

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered each of 6 prewriting Questions</td>
<td>60 (10 points per question)</td>
<td></td>
</tr>
<tr>
<td>Letter Elements (heading, greeting, body, closing, signature)</td>
<td>20 (4 points each)</td>
<td></td>
</tr>
<tr>
<td>Makes Persuasive Argument</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Orally Reads Letter</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Letter Mechanics Grading Chart

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Punctuation</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Capitalization</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Heading</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Greeting</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Body (indent)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Addressing Envelope</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
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